



Hagood Elementary

435 Sparks Lane
Pickens, SC 29671

Grades	PK-5 Elementary School	
Enrollment	370 Students	
Principal	Karen Jackson	864-878-8710
Superintendent	Lee D'Andrea, Ph.D.	864-855-8150
Board Chair	Dr. B. J. Skelton	864-868-9691

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Average
2006	Average	Good
2005	Average	Below Average
2004	Good	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

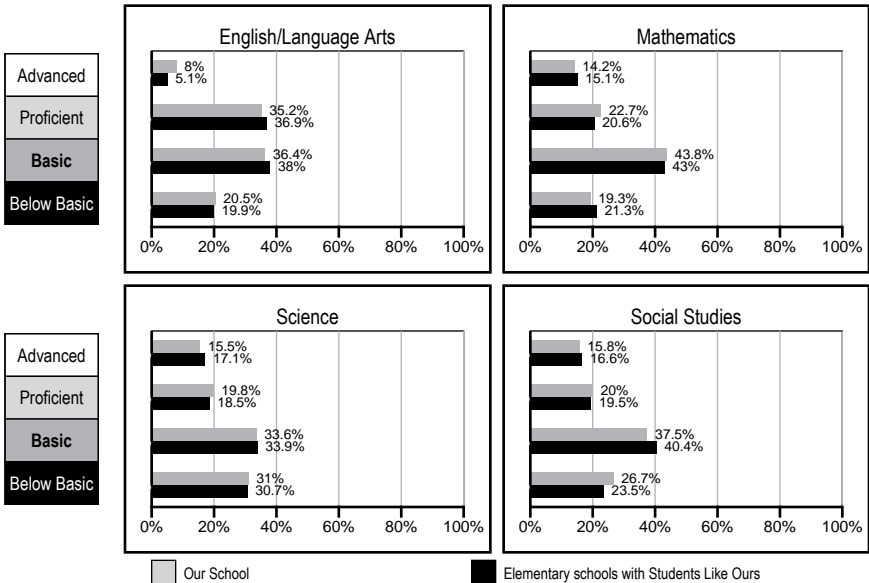
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	7	63	19	1

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=370)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.4%	2.7%	2.3%
Attendance rate	96.3%	Up from 96.1%	96.2%	96.3%
Eligible for gifted and talented	14.9%	Down from 18.9%	9.3%	10.4%
With disabilities other than speech	12.3%	Up from 10.4%	8.7%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=30)				
Teachers with advanced degrees	66.7%	No Change	56.8%	56.7%
Continuing contract teachers	86.7%	Down from 93.3%	80.3%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.2%	Down from 89.1%	87.4%	86.4%
Teacher attendance rate	95.7%	Up from 95.6%	94.7%	94.9%
Average teacher salary	\$48,936	Up 1.0%	\$45,391	\$45,345
Professional development days/teacher	20.0 days	Up from 16.8 days	12.8 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	16.1 to 1	Up from 15.9 to 1	18.4 to 1	18.5 to 1
Prime instructional time	90.9%	Up from 90.5%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$10,025	Up 15.2%	\$6,959	\$7,052
Percent of expenditures for instruction*	65.4%	Down from 66.1%	68.8%	69.1%
Percent of expenditures for teacher salaries*	57.3%	Down from 58.0%	64.9%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Hagood Elementary School is a K4-5th Title 1 school serving a diverse population of 380 students. We provide a comprehensive, creative curriculum in a safe and nurturing environment. Our motto "Building Strong Minds Through Behavior, Character and Service to Others" reflects our vision of excellence in building a foundation for lifelong learning and productive citizenship for all students. Hagood Elementary School offers many special programs including music, art, physical education; After School Care Program; Homework Center; Quest, Reading Recovery; speech therapy; computer labs; guidance services; on-site Title 1 Social Worker; self-contained OD, ED, LD and resource classes; a tutorial program; and educational field trips.

Accomplishments for the 2007-08 school year include:

- Red Carpet Award, 2005-2008.
- Palmetto Silver Award 2004-05, 2005-06.
- Zest Quest Wellness Challenge award for faculty and staff.
- Continued accreditation by Southern Association of Colleges and Schools.
- Seven National Board Certified Teachers.
- Two Ph.D certified teachers.
- 100% classified staff met paraprofessional requirements for NCLB.
- Model Reading Renaissance Classrooms.
- Recognition of national pride through sponsorship of Veteran's Day and National Anthem Day activities.
- Hosted Title 1 Summer Academy 2005, 2006, 2007, 2008.
- School Academy of Science Competition Award, Regional Science Fair participants, Essay Publications, District Lakes and Mountains for the Arts Program, State and District Choral Festival, Lt. Governor's Writing Competition Program.
- School-wide PBIS (Positive Behavior Interventions and Supports).
- School-wide Zest Quest Wellness Coach for students, families, faculty and staff.
- Student Council for third, fourth, and fifth graders.
- School-wide Character Education Program.
- Student Flag Patrol and Student Safety Patrol.
- School-wide Service Learning Program, faculty/staff and student Service Learning -Task-Force sponsored activities.
- Reading and Attendance incentives awarded.
- Implemented Classworks Program for remediation and enrichment.
- Administrators hosted school-wide hotdog cookout in the spring.
- Annual fifth grade versus faculty and staff kickball game.
- School-wide Recycling Program, Litter Trashes Everyone program; Grade 3 participated in "Traveling Trash Bash" to emphasize recycling and environmental awareness.

We look forward to a continuation of building strong minds through behavior, character and service to others in 2008-2009

Karen D. Jackson, Principal■■■■Susan Vaughn, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	61	48
Percent satisfied with learning environment	86.2%	85.2%	95.7%
Percent satisfied with social and physical environment	100.0%	86.9%	80.9%
Percent satisfied with school-home relations	82.8%	83.6%	80.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 13 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	195	100	20	37.2	35	7.8	50.6	55.9	48.2	Yes	Yes
Gender											
Male	94	100	30.2	37.2	30.2	2.3	39.5	49.1	41.7	N/A	N/A
Female	101	100	10.6	37.2	39.4	12.8	60.6	63	55	N/A	N/A
Racial/Ethnic Group											
White	166	100	18.8	34.4	38.3	8.4	52.6	58.4	60	Yes	Yes
African American	21	100	15	65	20	0	45	36.2	31.7	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	70.4	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	41.4	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	47	I/S	I/S
Disability Status											
Disabled	41	100	65.8	28.9	5.3	0	7.9	17.2	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	46	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	27.5	41.2	28.4	2.9	41.2	41	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	195	100	20	43.3	22.8	13.9	48.9	52.3	45.8	Yes	Yes
Gender											
Male	94	100	26.7	38.4	22.1	12.8	45.3	52.2	45.6	N/A	N/A
Female	101	100	13.8	47.9	23.4	14.9	52.1	52.4	45.9	N/A	N/A
Racial/Ethnic Group											
White	166	100	19.5	40.9	24	15.6	52.6	55	59	Yes	Yes
African American	21	100	20	60	15	5	30	28.8	26.9	I/S	I/S
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	74.1	71.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	42.8	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	45.5	46.2	I/S	I/S
Disability Status											
Disabled	41	100	65.8	31.6	2.6	0	5.3	18.4	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	51.2	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	116	100	24.5	52	20.6	2.9	37.3	37.2	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	130	100	30.5	33.9	19.5	16.1	35.6	43.9	35.7	96.3	96.2
Gender											
Male	65	100	45	23.3	15	16.7	31.7	46.3	37.4	96.5	96.2
Female	65	100	15.5	44.8	24.1	15.5	39.7	41.4	33.8	96.1	96.3
Racial/Ethnic Group											
White	111	100	27.5	32.4	21.6	18.6	40.2	46.9	49.2	96.2	96.2
African American	13	100	41.7	50	8.3	0	8.3	19.4	17	96.6	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.9	58	95.6	98
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	27.9	24.9	95.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	98.6	94.9
Disability Status											
Disabled	25	100	70.8	20.8	4.2	4.2	8.3	15.7	14	94.3	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	97.8
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	39	24.4	96	97.3
Socio-Economic Status											
Subsided meals	74	100	40.3	35.5	17.7	6.5	24.2	30.4	21.1	95.5	95.3

Social Studies

All Students	131	100	26.8	37.4	19.5	16.3	35.8	43.8	34	96.3	96.2
Gender											
Male	59	100	35.8	28.3	18.9	17	35.8	46.1	36.6	96.5	96.2
Female	72	100	20	44.3	20	15.7	35.7	41.3	31.3	96.1	96.3
Racial/Ethnic Group											
White	114	100	23.1	38	21.3	17.6	38.9	45.8	44.5	96.2	96.2
African American	11	100	40	50	10	0	10	24.6	19.1	96.6	96.3
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	71.7	58.9	95.6	98
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	38.5	27.5	95.2	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	98.6	94.9
Disability Status											
Disabled	27	100	68	28	0	4	4	16.3	14.4	94.3	95.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	97.8
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	27.3	96	97.3
Socio-Economic Status											
Subsided meals	72	100	38.5	40	12.3	9.2	21.5	29.6	21	95.5	95.3

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	64	98.4	13.6	23.7	45.8	16.9	62.7
	4	71	100	19	38.1	39.7	3.2	42.9
	5	62	100	17.2	36.2	41.4	5.2	46.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	11.8	35.3	45.1	7.8	52.9
	4	67	100	12.9	40.3	32.3	14.5	46.8
	5	74	100	32.8	35.8	29.9	1.5	31.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	64	98.4	16.9	50.8	15.3	16.9	32.2
	4	71	100	23.8	34.9	17.5	23.8	41.3
	5	62	100	12.1	50	20.7	17.2	37.9
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	19.6	52.9	19.6	7.8	27.5
	4	67	100	14.5	45.2	21	19.4	40.3
	5	74	100	25.4	34.3	26.9	13.4	40.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	33	100	21.4	46.4	21.4	10.7	32.1
	4	71	100	33.9	40.3	12.9	12.9	25.8
	5	32	100	24.1	24.1	17.2	34.5	51.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	28	40	24	8	32
	4	66	100	29.5	36.1	19.7	14.8	34.4
	5	37	100	34.4	25	15.6	25	40.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	34	97.1	17.9	42.9	32.1	7.1	39.3
	4	71	100	25.8	45.2	16.1	12.9	29
	5	31	100	25	53.6	3.6	17.9	21.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	27	100	15.4	42.3	26.9	15.4	42.3
	4	67	100	24.2	40.3	21	14.5	35.5
	5	37	100	40	28.6	11.4	20	31.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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